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In discussing the activities of the pupil during the study period the author places large emphasis upon the advantage of teaching the pupil to vary his method of study in accordance with the nature of the material dealt with and the treatment required. The book describes ways of improving methods of study in such processes as memorizing, problem-solving, and acquiring skills, as well as in evaluating, collecting, and organizing material. General measures of economy and efficiency in study procedure are likewise detailed. Proper supervision of study is defined as the attempt "to systematize the conditions of study, and to give intelligent direction to the pupils' efforts." It aims to correct the unsatisfactory results of home study and to eliminate the waste that ordinarily comes from undirected study at school. Effective supervision of study implies attention on the part of the teacher to the physical conditions under which pupils must work, the accessibility of reference and illustrative material, and the difficulties encountered by individual pupils. In order that teachers may be prepared to give this sort of direction to the efforts of pupils, it is necessary that the conditions of effective study be thoroughly understood. To this end, it is urged that greater consideration be given this phase of the methods courses offered by teacher-training institutions.

The book may be read with profit by any prospective teacher or by the teacher of little experience now in service. It does not offer much that is new in suggestions as to methods of study, but, apart from a somewhat frequent repetition of a few ideas, it presents a good summary of many of the approved conceptions of the nature of the study process and a practical interpretation of these from the point of view of the responsibility of the teacher.

N. B. HENRY

Silent reading in the first grade.—The present emphasis on silent reading, which has been stimulated by recent scientific investigations, is resulting in many new methods of teaching this subject in the elementary school. The reaction against the former almost exclusive use of oral reading has been so severe that some of the newer methods seem inclined to avoid it altogether, even in the primary grades. An example of a method which is chiefly concerned with silent reading is exhibited in a recent book¹ by an instructor in the elementary school of the University of Iowa.

The book consists of a detailed account of the content and method of a course in silent reading for the first grade. The materials needed are carefully described, and their use is explained in each of the twenty-five lesson units. The teaching is carried out by imparting ideas to the children by means of name cards or the blackboard, with few or no spoken words. Although many modifications occur, the fundamental characteristics of the method are given in the following quotation:

¹ EMMA WATKINS, *How to Teach Silent Reading to Beginners*. Philadelphia: J. B. Lippincott Co., 1922. Pp. 133.

A name-card containing the word to be taught is prepared. The child is told what the word in question is. The card is then withdrawn and replaced with other cards, and the child is told to watch for it when it reappears. Cards are shown one by one, and when this particular word reappears, the children will indicate their recognition of it in a prescribed manner (by actions of various kinds). The word is then printed on the blackboard and shade, and a word related to the original word is printed on a name-card and held opposite the word on the blackboard. The children are taught by the similarity or difference [pp. 20-21].

The extent to which the method emphasizes the silent reading of written directions may be inferred from a parenthetical remark by the author that "the writer has frequently conducted an entire recitation with not more than ten spoken words, and occasionally with none at all" (p. 32).

The teaching of phonics is to be begun as soon as children are classified and arranged into their respective class groups. The author's aim in teaching phonics is to provide for the instant recognition of words as wholes. In view of the fact that the primary emphasis is upon silent reading, the use of phonics is of considerable interest. The book stresses the following points:

1. A regular time on the daily program for phonics
2. Drill upon word-cards and phonetic cards be kept entirely separate
3. While "working out" words, phonetically, the child should be trained to think the sound and pronounce the word as a whole, without lip movement
4. Use the same method in presenting phonics as in presenting new words in the silent-reading method:
 - a) Have the child's undivided attention
 - b) Present the symbol, that is a picture of the sound, at the same time that the sound is given
 - c) Perform actions, when symbol is shown, to fix the sound in mind
 - d) Play games to stimulate the interest of the children
 - e) Do individual work entirely
 - f) Insist upon the proper position of the organs of speech
 - g) Work for speed but not at the expense of accuracy
 - h) Put as much spirit into the phonetic lesson as in the reading lesson [pp. 126-27]

The book contains some excellent lessons which will furnish useful supplementary material for the first-grade teacher. However, as a complete method for teaching beginning reading, it shows a tendency to overemphasize silent reading to a degree which is not justifiable in the first grade. It is hard to correlate the author's statement that "I welcome their talking. They don't talk unless they have ideas. Deliver me from a class that does not talk!" (p. 16) with her later statement that frequently not more than ten words are spoken in an entire recitation period. In reacting against the overuse of oral-reading methods it is not necessary to go to the other extreme. The book shows the need of a clear-cut distinction between oral and silent reading based upon a sound psychological analysis of the two processes. Upon such a foundation a system of methods can then be devised which will recognize the function of both oral and silent reading at progressive stages of maturity and which will provide a well-balanced treatment of each.